Educational Leadership Measurement Tools Workgroup

February 9, 2012

Purposes for the Educational Leadership Measurement Tools Workgroup

Overall charge #1:
 Make recommendations for educational leadership measurement tools (i.e., observational instruments and student and parent survey tools)





Purposes for the Educational Leadership Measurement Tools Workgroup

Overall charge #2:
 Make recommendations for model State
 Educational Leadership
 Performance Evaluation
 System that LEAs may adopt or adapt





Design Criteria established by our workgroup... Review

- How do we create an evaluation system for educational leadership that will meet the design criteria we established and be a state model that meets all of the Framework requirements of R277-531?
- The issue is that the more specific we are, the less chance districts will adopt.
- The more directive we are in the design the less chance we meet all of the LEAs needs and expectations.



Nevertheless...

- ▶ R277-531 has requirements...
- Board directed components
- LEA determined components
- Ensure the availability of data about educator effectiveness
- 2013 2014 program implementation
- 2014 2015 student growth measures implementation



R277-531 Requires...and, these are non-negotiable items

- Develop a model educator evaluation system including measurement of student growth
- Evaluate and recommend tools and measures for use
- Provide professional development and technical support to LEAs
- Observations of instructional quality
- Parent and student input
- Summative yearly rating using uniform statewide terminology and definitions.
- Summative and formative components and data
- Use valid, reliable and research-based measurement tools
- Clear and timely notice
- Include professional growth plans (R277-501)
- Evaluation of all licensed educators at least once a year



So, from all of our work in the past 5 meetings, what do we need to decide to agree on?

- We are using multiple sources of evidence of effective professional practice for high quality instructional leadership in the educational leadership evaluation system.
- Our NEXT activity will be a vote on the characteristics of our educational leadership evaluation system



Decision Points for Consensus...

- Standards-based Performance and Evidence Examples (Rubric, Observation Tools, Conferences, etc.)
- a. We will use components of each standard that have been collapsed for the summative evaluation and each component within each standard will align to the rubric of indicators for each of the standards
- b. The three performance expectations within each of the six standards will be the components for the summative measurement tool
- c. Three rating levels (Highly Effective, Effective, and Not Effective) will be used for each of the performance expectations within the standards and observation tools will indicate these rating levels
- d. Observation tools used by evaluators and will be included as one of the multiple measures to determine summative rating levels of high quality instructional leadership



- e. Observation venues will be detailed on the documents as suggestions about where to gather potential observational evidence of effectiveness matched to the standards and performance expectations in the summative tool
- f. Examples of evidence and venues for observation will be determined by our workgroup and included for each performance expectation within each standard
- g. Evidence will be gathered by both evaluator and evaluatee to determine rating levels of professional practice



- II. Professional Growth Plan, Goal-setting, Self-Assessment and Formative Processes
- a. We will use the entire rubric outlining the indicators of the standards for professional growth within the formative evaluation process
- b. Self-assessment using the rubric will be included in the formative process
- c. Educators will use the self-assessment process to help set goals for the Professional Growth Plan
- d. Pre and post conferences with the evaluator will be an important step in the formative process of the evaluation system
- e. Goal-setting for the Professional Growth Plan will be part of both the formative process for all educators and will also be a component of the summative process



- III. Summative Processes, Annual Timeline, Cycle, Steps in Evaluation Process, Tracking Form, Evaluator and Evaluatee Responsibilities, Due Process, Administrator Roles, Career Continuum
- a. A summative evaluation will take place each year and the final summative rating for high quality instructional leadership will be determined using the following components of multiple measures:
 - Success at accomplishment of Professional Growth Plan
 - Observation Ratings relating to the Standards, Performance Expectations, and Indicators
 - Interview Discussions of Examples of Evidence relating to the Standards
- The rating levels for the summative evaluation will be Highly Effective, Effective, Ineffective
- c. An Evaluation System Orientation will take place prior to the evaluation cycle and will include information about timelines, due process, evaluation process, and standards



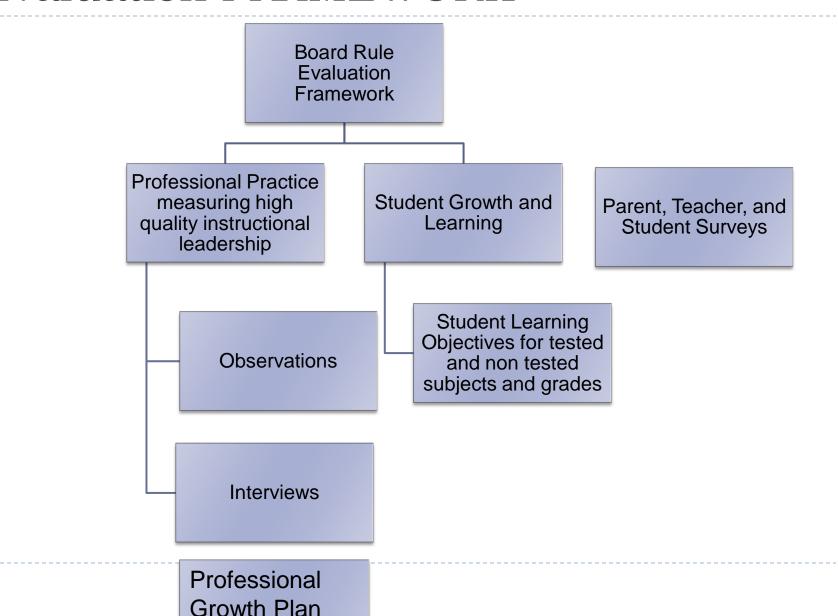
- d. The evaluation cycle will have five steps:
 - 1. Pre-evaluation planning with self assessment using rubric for goal setting; the Pre-conference meeting with evaluator to review self assessment, goal setting, and Professional Growth Plan
 - 2. Data collection with evaluator completing observations, both evaluator and evaluatee collecting evidence for interview, and documentation of professional learning and growth implementing PGP
 - 3. Mid-year conference to discuss progress toward achieving goals in Professional Growth Plan, allowing adjustments if needed
 - 4. Continue data collection, observations, interviews, and implementation of the Professional Growth Plan
 - 5. Post-conference between evaluator and evaluatee for summative evaluation



- e. The same educational leadership system will be used for administrators in different roles (i.e., district administration, principal and assistant principal)
- f. The context of the school/district matters and will be considered in the evaluation



Evaluation FRAMEWORK



Work Teams for creating or finding examples of the components of our system...

Instructions:

- Work in the teams assigned
- Follow the instructions on the sheet
- Be prepared to present your team's ideas to the entire group in two hours
- Use the internet to find examples
- Create your own
- Adapt as needed
- We need to have the specifics of our evaluation system to present to focus groups at the next meeting, Feb. 23



Work Teams

▶ Team 1: Andrea, Mike, Steve D., Lee, Ken, Morgan

Team 2: Kim, Patrick, Brian, Barry, Sol, Tod

Team 3: Steve, Greg, Jay, Ann, Scott, Vicci

